



# Redmoor High School

## Inspection Report

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**Unique Reference Number** 120271  
**Local Authority** Leicestershire  
**Inspection number** 291690  
**Inspection dates** 17–18 October 2006  
**Reporting inspector** Nasim Butt

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Secondary	<b>School address</b>	Wykin Road
<b>School category</b>	Community		Hinckley
<b>Age range of pupils</b>	11–14		LE10 0EP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01455 230731
<b>Number on roll (school)</b>	386	<b>Fax number</b>	01455 612419
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Margaret Gethin
		<b>Headteacher</b>	A W Coombs
<b>Date of previous school inspection</b>	1 October 2001		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

Redmoor High School is a smaller than average school serving a mixed catchment area, with one area of relative disadvantage surrounded by new housing and several villages. A significant number of pupils come from out of the catchment area. The vast majority of the pupils come from White British backgrounds. It is a pilot school for the provision of extended services. A new headteacher was appointed in April 2003.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Redmoor High is a good school. The new leadership has brought a strong sense of direction to the school after a period of low morale and uncertainty and the accompanying staff turnover. Standards have risen in the core subjects and there is an improving trend. Behaviour has improved. It is now good throughout the school and pupils have positive attitudes. Teaching and learning are good overall and, as a result, pupils make good progress during their time in school. An enriched curriculum and excellent partnerships with external agencies mean that pupils' personal development is well catered for. The school has enthusiastically adopted the national drive to ensure that 'Every Child Matters' and the outcomes are integrated well into school life and are a key strength of the school.

Standards at the end of Year 9 are broadly average and pupils' achievement is good. Pupils and their parents rate the school highly and demand for places has been rising steadily. As one parent commented, 'I feel the school works hard to provide a good, safe environment for children – most teaching is good or excellent.' Links with the community are outstanding because the sports leaders programme has had a very beneficial impact on pupils' self-esteem and Redmoor pupils forge exceptionally strong links with the adjacent special school through a mentoring programme. The school cares for its pupils well and ensures that they are safe and prepared well for their future education. Where necessary, the school links well with other organisations to provide additional support for those pupils who need it. It values every pupil and fosters outstanding relationships. This is an inclusive school that gives a good quality of education to its pupils.

Pupils learn well because most of the teaching is good or very good. They make the best progress in those subjects that are taught in interesting ways and where they are given guidance to help them to improve their grades. The use of assessment to track pupils' progress and to guide them is a growing area of strength in the school, but not yet in all departments. A few lessons are not well enough structured to allow pupils to review what has been learned.

Good leadership is helping the school to improve even further. Effective use of self-evaluation has identified areas of strength and weakness. Senior leaders are using this information well to guide their planning and target support to pupils and to teachers. As a result, the improvement that the school has made since the last inspection is good and it is well placed to improve further. The use of assessment data at senior leadership level is, however, not sufficiently rigorous to identify early enough specific areas where improvement is needed in learning.

### What the school should do to improve further

- Improve the frequency and rigour of assessment and recording of pupils' progress in all subjects to match the current good practice in mathematics and science.
- Improve lesson structure and the use of assessment so that all teaching and learning are consistently good or better throughout the school.

- Increase the rigour with which senior leaders use assessment data to identify areas where intervention and support are needed.

## **Achievement and standards**

### **Grade: 2**

The standards achieved by pupils at the end of Year 9 are broadly average. The decline in standards in 2004 was reversed in 2005, and results in 2006 show that the rising trend has been sustained. Pupils from these two year groups joined the school with slightly below average standards and left having achieved standards just above the national average for 2005.

Good teaching means that, during their time at the school, pupils make good progress and achieve well. There is no significant difference in the progress made by different groups of pupils. This reflects the inclusive nature of the school and its aim of ensuring that all pupils achieve as well as possible. Higher attaining pupils do particularly well in mathematics. Though there is some variation between subjects, the school is aware of the relative strengths and weaknesses in subjects and is working hard to establish consistently good practice in all of them. The school sets itself challenging targets based on a range of data. These targets are, in the main, consistently met. Pupils are well supported in their learning and report that they enjoy it. The most able pupils have the potential, however, to make even more progress in English and the other foundation subjects.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils come to school with enthusiasm. They are keen to work and make progress. As well as enjoying their lessons they participate extensively in a wide programme of sporting and other extra-curricular activities and show very positive attitudes in all that they do. This is also shown by their attendance, now clearly better than the national average and in their behaviour in school which is good. Pupils feel very safe. Bullying is rare and pupils say that teachers take a very firm line on any such incidents and resolve them quickly.

Over three quarters of the pupils walk or cycle to school and this, together with the level of participation in sporting activity, promotes their fitness. Pupils' maturity demonstrably grows through many opportunities they experience across the curriculum for moral and social development. As a result, pupils' spiritual, moral, social and cultural development is good. The school knows that more planned opportunities are required for pupils' personal reflection on spiritual matters and that pupils need a wider variety of cultural experiences. Pupils make many contributions to their school and local community through support for charities and by taking positions of responsibility. The school council has been active in improving the school environment and lobbying for meals to be improved.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good and most of the teachers adapt the work set to the needs and abilities of their pupils. For example, teachers make learning more interactive and visual for pupils who have weak literacy skills. Teachers consistently emphasise the importance of basic literacy and numeracy skills and clearly explain the purpose of each lesson. They also expect pupils to produce neat, well presented work. Most of the pupils make good progress because they enjoy learning and understand what is expected of them. Teachers set and mark homework regularly and provide constructive guidance on what pupils have to do to improve. The most effective teachers also use the end of the lesson to review, and comment upon, the work that has been covered. This allows pupils to reflect on their learning and receive advice about how they can improve. A few teachers, however, do not leave sufficient time for this final recap and pupils miss out on these opportunities.

Procedures to assess pupils' progress in mathematics, science and history are good. Assessments are made satisfactorily in other subjects but there is no consistent approach. This assessment information assembled by each department is collected centrally only at the end of the academic year. It is therefore not possible for senior teachers to monitor pupils' ongoing progress across the curriculum. This hinders the early identification of those pupils who are at risk of underachieving in several areas.

### Curriculum and other activities

#### Grade: 2

The curriculum meets pupils' needs well and this allows them to achieve in many areas. An effective personal, social and health education programme makes a significant contribution to pupils' good personal development. In addition, very good links with other schools help pupils to settle in quickly when they join in Year 7 and leave at the end of Year 9. Good collaboration between the four High Schools and the Upper School also ensures a good range of enrichment activities for pupils who have particular gifts and talents.

The extension of setting pupils according to their ability to more subjects has been a useful first step in matching the curriculum to pupils' different abilities. In addition, pupils who have particular learning difficulties and disabilities are taught in a specialised, small group. They consolidate and develop their basic skills in English and mathematics until such time as they are able to rejoin their peers in the larger classes.

More generally, there is good provision for pupils with learning difficulties or disabilities and pupils with specific talents or gifts. There is a strong commitment to pupils' enjoyment and well-being and preparation for future learning, citizenship and economic well-being. The good support given by parents, the local authority, local community and external agencies makes a significant contribution to pupils' good achievement.

There are, however, limited opportunities for pupils to develop their awareness of cultures other than their own.

The school is rightly proud of its programme of extra-curricular activities. Pupils speak highly of these opportunities and most of the pupils participate in at least one club. They also enjoy the annual 'Activities Week'. Pupils undertake trips to a residential centre specialising in outdoor adventure sports, go abroad, for example to Iceland, and try sports such as archery. A good range of other educational trips and visits also enriches the range of learning opportunities.

## **Care, guidance and support**

### **Grade: 2**

The welfare of pupils is central to the work of the school and robust procedures ensure that pupils remain safe and healthy. The overwhelming majority of parents feel that their children thoroughly enjoy the time they spend at school and agree that the standard of care is high. Links with support organisations are good and this network ensures that pupils feel well looked after and helps them to be able to work hard and achieve well.

Pupils are encouraged to voice their views and the school acts upon them whenever it can. Adults provide very good examples of how to behave and very good classroom relationships help to reduce anti-social behaviour. Close attention is paid to providing pupils with a healthy and safe working environment. Health, safety and child protection procedures are good and risk assessments are thorough.

Teachers monitor pupils' personal development closely but individual tutors do not receive details of pupils' work in many of their subjects until the year end. This means that they are not able to track the progress of pupils within their tutor group during the year and provide help and support should individual pupils start to underachieve.

## **Leadership and management**

### **Grade: 2**

The school's senior leadership has been influential in bringing about much needed change following an uncertain period. The headteacher is rigorously driving the move to raise standards. As a result, standards are on a steady upward trend and pupils' achievement is good. The senior team uses self-evaluation well and is refining management systems, with a clear focus on meeting the school's aims of striving for the highest standards in all that it does. The school has an accurate view of itself. All of the leaders are very clear about their roles and their individual performance objectives. The identification of priorities for development comes from a process that involves a clear focus on ensuring good learning by pupils. Governors are effective. They know the school well and have played an important role in the school's self-evaluation process.

Staff are very careful to ensure that all pupils have equal access to all the school offers. The school works closely with external agencies to ensure effective support for pupils

with learning difficulties and disabilities. The headteacher and governors have worked well to ensure that the school has sufficient staff of a high calibre. There is careful analysis of information gained from monitoring and evaluation although the use of performance data is not yet sharp enough across all areas of learning. Resources are managed well with a good focus on ensuring value for money. Financial management is good. The present close teamwork coupled with the determination to raise standards to the highest level mean that the school has good capacity to make further improvements.



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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

I thank you for the very useful contribution you made to this inspection. You were helpful, polite and courteous throughout the two days we spent at your school.

Your school is a good school and works hard to provide you with a good education. Most of you say you enjoy going to school and you like the school very much. Teaching is good and, as a result, you make good progress in your work. The school does particularly well in ensuring you stay healthy and safe. Through the curriculum it provides, it gives you many opportunities to build your self-esteem and confidence. School leaders do their best to ensure you achieve as well as you can. Links with the community are excellent.

We asked the school to work harder in three areas to make the school even better.

- Make the assessment of your work in all subjects as good as it is in mathematics and science.
- Make sure all the teaching is good or better (most, of course, is good already).
- Check more closely the progress you make in different subjects throughout the year.

You can help by taking a great interest in the progress you are making in all your subjects throughout the year and discussing with your subject teachers and tutors how you can improve your work.

I wish you and your school the very best for the future.